Instructional Technology Newsline

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Department of Elementary and Secondary Education

Instructional Technology Staff

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In This Issue . . .

u Instructional Technology Update

In September, I attended Secretary Riley's second annual Educational Technology Conference in Alexandria, VA. I heard the Secretary, David Thornburg, and other nationally recognized experts from across the country talk about the benefits of technology when students and teachers have ample access, they know how to use it to the advantage of learning, and it's integrated into everyday teaching and learning. In attendance were over 1,000 representatives from federal, state, and foreign departments of education, colleges of education, regional technology centers, PT3 grants, and state spotlight schools. Representing Missouri were Bill Bratberg and Alice Johnson from the Farmington School district.

My first reaction to this conference was pride in what is happening in Missouri. With dedicated technology funding, the MOREnet connectivity backbone, innovative projects like the eMINTS Program, and the many educational technology leaders across the state, Missouri is in the forefront on many of the technology success indicators. While we can always learn from networking with others (I came back with some new ideas), it's nice to validate what's working here in our own backyards. Nonetheless, Missouri must stay the course of transforming teaching and learning through the use of integrated technology, of providing relevant and meaningful professional development opportunities, evaluating and documenting the effects, and identifying what is critical to success. - Deb

Technology Online Grants Update

The Technology Acquisition and Enhancement (TAG) and VIDEO grants went online August 28th. The grant application must be completed and submitted by October 31, 2000. Thus far, we have received 249 TAG/VIDEO applications from K-12 schools and 4 VIDEO applications from higher education.

Technology Literacy Challenge Fund applications were accepted from September 1-22, 2000. The window was extended one week longer this year to accommodate human and technical glitches. By the deadline date, we received all of the second-year grants and 34 first-year Infrastructure and 50 first-year Teaching and Learning grants. All first-year grants were assigned to panels of five reviewers who received reader training on September 28. The grants are to be reviewed by no later than October 16. At that time, we will throw out the high and low scores, add the technology need and economic need bonus points, and total the three scores. Applications will be rank ordered by total score within each competition and the top-rated grants awarded until funds run out. We plan to post reader sheets October 25, and post tentative approval notices via the November issue of *Newsline* and letters to school administrators. Note that second-year grants applications will be substantially approved as of October 1, 2000.

Technology Literacy Challenge Fund Program's Future

At the Secretary's Conference last month, Chuck Lovett predicted that the US Congress would pass the FY01 budget bill by September 30. If this is the case, we should hear soon and could receive our grant amount in late October. As for future funding, any work on the reauthorization of the Elementary and Secondary Education Act (ESEA) will wait until 2001, after the elections. While under debate, all current ESEA programs likely will run "as is".

NOTE to all TLCF grants funded in 1998-99: All FY99 grant recipients must complete this year's online Technology Literacy Challenge Fund report. The US Department of Education expects this report to be available late fall/early winter. A representative sample of Missouri's FY99 TLCF grant recipients will also be asked to participate in two other evaluation activities: a teacher survey regarding professional development and a principal survey regarding the e-rate program. Both surveys are also slated for this fall/early winter. All three of these activities are very critical to the continuation of the TLCF and e-rate programs and, as such, I strongly urge your timely and accurate participation.

Technology Taskforces Update

The three taskforces addressing Technology Planning, Technology Professional Development, and Statewide Technology Association continue to meet and continue their discussions via listservs.

The Technology Planning taskforce is developing a binder that will contain concepts, methods, and materials to help districts plan for, implement, and evaluate technology integration. To find out more about this taskforce or add to the discussion, attend session #86 at the *Educational Technology Conference: Connecting Technology to Curriculum*, on Monday afternoon, October 9, from 3:00 until 4:00, in Salon C, or join the group getting together during (and after) lunch on Tuesday.

The Technology Association taskforce has agreed on a name and has drafted by-laws and a constitution. Look for flyers

about the new Missouri Educational Technology Professionals Association (METPA) to be distributed at the *Educational Technology Conference: Connecting Technology to Curriculum*. Join the group for a meeting Monday after the banquet, at 7:30.

The Technology Training taskforce is working on a process to identify and promote strong professional development practices in Missouri schools. The group is made up of professionals from K-12 districts, institutions of higher education, and training entities such as MOREnet and the RPDCs. There are many excellent programs in Missouri, and the group plans a web site that will be a "general repository" for training information, as well as information on developing vision for technology infusion into the curriculum and ideas for supporting teachers implementing technology in their classroom.

2000 Census of Technology Report Out Soon

The 2000 Census of Technology Summary Report is now posted on the Department website at www.dese.state.mo.us/computingcensus/2000/. As in previous years, the web site includes a state summary of the results, including aggregate data for each survey item. This year's site continues to offer abbreviated district reports (now with 3 year's worth of data comparisons) and **new building level reports** to see how buildings within the district compare to one another. These data should assist districts in technology planning, implementation, and evaluation efforts.

In keeping with progress note in previous years, more Missouri classrooms are wired for internet access, more schools are connected to the internet, and the student-to-computer ratios have declined dramatically. The 2000 COT data also indicate increased usage and improved skill levels reported on administrators, teachers, and students. Yet, much work still needs to be done, statewide, to ensure that every student and teacher have the necessary tools they need for productive teaching and learning, and improved student performance.

Missouri Educational Technology Goals Update

Below is a table of the progress made along the Missouri educational technology goals and benchmarks that were set forth in the state's Technology Literacy Challenge Fund grant application in May 1997.

Status of Missouri Educational Technology Goals and Benchmarks

	Status			
Technology Goals and Benchmarks	**1997**	**1998**	**1999**	**2000**
1. All Missouri teachers will have the training and support they need to help students learn through computers and online resources				
All school buildings will have at least 80% of teachers trained on instructional applications of computers and online resources	27%	55%	--	--
· teachers with intermediate and/or advanced technology skills	NA	NA	65%	68%
· principals with intermediate and/or advanced technology skills	NA	NA	76%	84%
· district administrators with intermediate and/or advanced technology skills	NA	NA	75%	81%
All school buildings will have at least 80% of students trained in the use of computers and basic computer software	76%	86%	--	--
· students who routinely use educational software	NA	NA	76%	78%
· students who routinely use computers for writing assignments	NA	NA	58%	61%

All school buildings will have at least 80% of students trained on instructional applications of the internet and online resources	16%	40%	--	--
· students who routinely use the internet, browse the web	NA	NA	50%	55%
All students will be computer literate by age 12	NA	NA	70%	78%
2. All Missouri students and teachers will have modern computers in their classrooms				
All districts will have a board-approved technology plan	90%	93%	96%	99%
· technology plans tied to school improvement plans	NA	71%	95%	96%
· technology plans approved by State	60%	75%	82%	89%
State will attain a students-to-computer ratio of 4:1				
· students per all computers	7:1	6.4:1	4.8:1	4.2:1
· students per internet-capable computer	14:1	8.3:1	6.1:1	5.1:1
All classrooms will have at least one modern computer	NA	52%	53%	69%
Over half of classrooms will have an internet-connected computer, printer, and projection device	NA	17%	15%	16%
3. Every Missouri classroom will be connected to the internet				
All districts will be connected to the internet	95%	97%	100%	100%
· districts with direct connection	NA	NA	85%	92%
· districts with T1 connection or better	NA	NA	76%	88%
· administrators who routinely use the internet, browse the web	NA	NA	69%	78%
· administrators who routinely use email communication	NA	NA	77%	86%
All school buildings will be connected to the internet	80%	90%	95%	97%
· buildings with direct connection	NA	68%	83%	89%
· teachers who routinely use the internet, browse the web	NA	NA	61%	69%
· teachers who routinely use email communication	NA	NA	60%	69%
All classrooms will be connected to the internet				
· classrooms wired for access	NA	56%	75%	83%
· classrooms with at least one internet-connected computer	NA	NA	48%	63%
All teachers will use computers and online resources to collect educational resources	14%	52%	54%	59%
State will attain a students-to-internet-connected-computer ratio of 6:1	24:1	14:1	8.6:1	6.6:1
All districts will participate in and benefit from the e-rate program	NA	96%	97%	97%
· districts participating via MOREnet application		506	508	510
· Missouri's overall discount savings		$23.64m	$28.59	TBA
At least 80 communities will establish community information networks	5	20	29	30

4. Effective and engaging software and online resources will be an integral part of the curriculum in every Missouri school				
All teachers will incorporate student computer and internet access in their classroom instruction	6%	52%	60%	67%
· teachers who routinely use educational (computer and online) software	NA	NA	69%	72%
All school buildings will have at least 80% of students using computers and online resources to collect educational resources or to do research for class	12%	61%	--	--
· students who routinely use computers and online resources for research information collection	NA	NA	52%	57%
All districts will integrate technology into student learning as measured by the Missouri School Improvement Program (MSIP), Standard 7.5	91 of 105	90 of 105 (181/210)	96 of 96 (277/306)	112 / 113 (389/419)
· districts with technology incorporated into curriculum guides	NA	NA	73%	81%
All districts will integrate the software and online resources available through the Missouri Research and Education Network (MOREnet)				
· students who routinely use the Ebsco host, other databases, and/or electronic encyclopedia	NA	27%	36%	37%
5. Missouri school districts will involve and collaborate with partners who can help improve the teaching and learning process with the use of technology				
Over 50% of districts will form partnerships with business and higher education to help with technology planning, implementation, and evaluation	NA	22%	27%	29%
Over 50% of districts will take advantage of purchasing technology products and services through the State's technology contract	NA	7%	4%	8%

E-Rate Update

Year 2 – The Schools and Libraries Division of the Universal Service Administrative Company announced that a total of $8 million on Year 2 appeals is being sent out and that it will soon notify applicants.

Year 3 -- As of Thursday, September 25, 2000, the SLD released its 23rd wave of funding commitment decision letters for Year 3, bringing the total to-date to over $1.9 billion in more than 25,450 letters. Beginning with Wave 23, the program will now fund internal connections requests to applicants qualifying for a discount rate of 82% and above (down from 83%). For details on funding commitments made thus far for Year 3, visit www.sl.universalservice.org/funding/y3/default.asp.

Year 4 -- The e-rate funding cycle for funding year 4 (July 1, 2001 – June 30, 2002) likely will open its application window in early November and close in mid-January. The specific open and close dates will be posted on the USAC website (www.sl.universalservice.org). Staff at MOREnet who deal with the e-rate program are attending the national E-rate Train the Trainers Workshop in Washington DC this week. To find out more, attend MOREnet's e-rate breakout session at the *Educational Technology Conference: Connecting Technology to Curriculum* – Session #50, Monday, October 9, from 11:30 to 12:30 – or see Jeanne Sullivan in the MOREnet Room, Parasol II.

***Educational Technology Conference: Connecting Technology to Curriculum* Update**

As you know, the Instructional Technology staff co-hosts this popular fall conference with MOREnet. Beginning this

year, MOREnet is taking the managerial lead. As of Wednesday, September 27, MOREnet reported that nearly 1200 people had completed registrations, with more still trickling in. Over half of the 135 breakout sessions are full, and many others are close to being full. (There are only a few that appear to have a low level of interest.) Booth space is sold out, and new vendors keep calling. Finally, Tan-Tar-A reports sleeping rooms are sold out, too. This all bodes well for a successful conference. Hope you are able to join us, October 8-10. For more information see www.more.net/register/ or contact Sandra Monnig at sandra@more.net or call 1-800-509-6673.

eMINTS Program Update

The installation and training for Smartboards in eMINTS classrooms is almost complete. Work continues on the teacher PC bundles which should be installed this month. Student PCs are still on schedule to be installed in December. Purchase / funding option letters should be distributed this month. Cluster Instructional Specialists have begun visiting classrooms and scheduling training times and places. The cluster discussion lists are up. Visit the eMINTS website at http://emints.more.net/ for information about the program.

***Newsline* Anniversary**

This month's issue of *Newsline* completes a full year of publication. So, it seems an appropriate time to take stock and ask for feedback. A feedback form can be found at the end of this issue. Please complete the form and return it to us via fax at 5730522-1134.

u Technology Planning Tip of the Month

Establish Goals and Objectives

- - Submitted by Barbara Jean Irwin, Ash Grove R-IV School District (Formerly employed by Walnut Grove R-V School District)

The Technology Committee provides the groundwork for the technology plan by:

1) providing vision and mission statements
2) assessing the current technology
3) conducting needs assessments and
4) analyzing the data.

The committee establishes that it knows "where you are" in the realm of technology. After the committee has made recommendations for technology, it is time to focus on the goals and objectives of the Technology Plan to reach the technological level of "where you want to be."

The Technology Committee should consider several factors when writing goals and objectives for the district. The committee should select goals that are:

1) priorities of the district
2) realistic
3) lend themselves to timelines and action plans
4) measurable

5) concise and to the point6) within the boundaries set forth by DESE

The practical approach to writing goals and objectives is to select the areas of technology that you will be addressing and create an outline that you will follow consistently in each of these areas. Within each of the chosen areas, limit yourself to one to five goals per area. Too many goals will bog you down in paperwork and take up too much quality time of the record keepers. Remember to write a plan that you can live with for three to five years—one you really will use and that will be of benefit to you and your school district. Don't waste your time on a verbose plan that will have little value to you and your school.

Here is an example of areas that might be selected for the Technology Plan:

TECHNOLOGY ENVIRONMENT:

HARDWARE:

INFRASTRUCTURE:

NETWORKING SOFTWARE:

TECHNOLOGY SUPPORT & SUPPORT STAFF TRAINING:

STAFF, STUDENT, AND COMMUNITY TRAINING:

CURRICULUM INTEGRATION:

After the areas are selected, you need to choose an outline, such as the one below, that you can consistently follow and feel comfortable with as you develop goals and objectives for each area.

Goal 1: Concise statement of "where you're going" and "where you want to be."

Anticipated outcomes in terms of student benefit and/or performance (objective):

This is very important because you need a reason to be going towards "where you want to be."

Evaluation: How you will know you have reached "where you want to be."

Here is how a section of a completed outline might look:

(SAMPLE)

TECHNOLOGY ENVIRONMENT:

HARDWARE:

Goal 1: Students and staff will be provided with adequate technologies in sufficient quantity and quality to meet the educational needs of the district. Annual evaluation of the hardware will show at least a 5% replacement or upgrade of existing technology in the district. **Anticipated outcomes in terms of student benefit and/or performance:** Through the constant upgrades of existing technology and the additions of new technologies, students and staff will be provided with quality technology tools to improve the learning environment. **Evaluation:** An annual evaluation of the district's technology hardware will be conducted. If after a four-year period at least a 5% replacement or upgrade of existing technology is noted annually, the goal will be considered met.

I highly recommend seeking help from other school districts that would be willing to share their Technology Plans with you. The more plans you read the better prepared you will be to formulate your own plan. Since education and other technology supporters are essentially working towards the same goals in technology, samples of several different plans will help you locate a format that you an adapt and work with comfortably. Don't try to "reinvent the wheel." Make the experience of writing a Technology Plan a true learning experience rather than one of extreme torture.

Writing Goals and Objectives for Technology Plans

- *Submitted by Emma Jaccarino, Community R-VI*

Perhaps the most difficult step in developing a workable technology plan is the writing of a goal statement. When writing a goal statement it is critical to state in broad, general terms what you want to accomplish during the time frame of the

plan. You will probably use words enhance, develop, improve, and encourage to refer to changes that your goal will address. A carefully written goal can provide direction for the entire development process of the plan. Just write the goal down and keep it in front of you throughout the writing process. As you stop to read what you have written, ask yourself, "Does this address the goal?" If the answer is no, revise right now. By doing this, you will maintain focus that is important for success of the plan.

When I write objectives, I try to take each phrase of the goal and write a measurable objective that addresses that phrase. For example, if the goal states that we will be improving our students' research skills, I would want to write an objective that would directly relate to that part of the goal. Remember to include the essentials -- who, what, when, and to what extent -- in the objective. Select a measurement tool that will allow you to determine if the objective has been met. This tool might be a rubric, a checklist, or results from some testing instrument. Finally, make sure that the objective is actually addressing a change in behavior in the targeted population not just a series of processes that will take place.

I usually develop the goal and objective early in the writing process of plans or grants. I find that a well thought out goal provides guidance and focus to the development of the entire project.

You can find a copy of Community R-VI's Technology Plan at http://www.community.k12.mo.us/school/grants/techplan.htm

u Copyright Question of the Month

Q: May an educator (e.g., administrator, classroom teacher, substitute teacher, or student teacher), other district employee, volunteer, or others present a student's multimedia project that includes copyrighted material to a state, national, or local workshop and/or conference?

A: No. The educator may not perform, display, or present a student's multimedia project. The student's project does not belong to the instructor.

Note: Only the students may perform and display their own multimedia educational projects for educational projects for educational uses in the course for which they were created. After that time, students may retain the projects in their personal portfolios as an example of their academic work for later personal uses such as job and graduate school interviews.

u Learning With Technology

- Featuring Monett R-I and Miami R-I

Monett R-I

Sure, you know Edison invented the phonograph. And you know all about the lightbulb.

Did you know Thomas Edison and his research team designed the fluoroscope—an early x–ray machine that saved lives? Or that Edison manufactured the first commercially successful alkaline battery? (Imagine Christmas morning without batteries.) Henry Ford said, "I hold him to be our greatest American." So do the Chinese. In a recent poll of China's school children, the two most recognizable American names were Thomas Alva Edison and somebody named Michael Jordan.

Edison brimmed with confidence. He predicted his Menlo Park research team would turn darkness into light. One year and one hundred thousand research dollars later, the incandescent light became a reality.

So we called this TLCF project *Menlo Park*. (Edison's prized research lab was located at Menlo Park, New Jersey.) We wanted some of Edison's inventiveness to rub off. At Edison's research facility, workers were provided the time and tools to invent things people could use. Our *Menlo Park* project furnished Monett's teachers the time and tools to create memorable, challenging lessons.

We diverged from one–size–fits–all training, and provided professional development for teachers on the Math, Science, Social Studies, and Communications Arts Curriculum Committees. We had "experts" in each of the four core subject areas conduct our workshops which focused on using technology to support the specific curriculum area.

Each teacher who wanted to participate was required to attend a specified number of workshops and develop student lessons and/or activities with accompanying assessment devices that targeted an area in which students scored low on one of the standardized tests.

In return for their attendance and the development of lessons/activities, each teacher received a new

classroom computer and software of their choice.

But what does this really mean for students during the upcoming school year? Just a few of the examples include:

- At the Elementary School Campus:

  Students will construct a dinosaur (recently discovered, of course) using traditional art supplies. Students will then develop written instructions to e–mail to pen pals to see if they can duplicate the original dinosaur and share digital pictures for comparison.

- At the Intermediate School:

  Students will produce HyperStudio presentations describing the three branches of the federal government.

- At the Middle School:

  Students will watch a video called, *Kingdom of Mocha*. Students will then define various economic terms and give examples from the video. Students will research eBay or other online shopping sites. The students will select three products to buy and with each item will identify the natural resources, capital resources, and human resources that went into the production of the item.

- At the High School Campus:

  Students will review and write their own short stories. The top stories as determined by the classes will be posted on the Web.

Miami R-I

Say "Tool Belt" and many of us think of the antics of Tim the Tool Man on the TV show *Home Improvement*. But say "Tool Belt" to teachers in Miami R-1, and they think of improving MAP scores, engaged students and peer coaches. Through "Technology Tool Belts for Teachers and Students" this small rural district in Saline county has equipped classrooms with a notebook computer lab, printers, scanners, digital cameras, electronic whiteboards and projectors. They haven’t stopped with equipping the classrooms. Each teacher has received professional development that gave them the tools and the time to learn new applications and integration techniques, as well as release time to continue training, evaluate and explore software and devise technology rich lesson plans. Peggy Page and Trish Fletcher, grant coordinators conduct weekly "Tool Time" sessions where teachers share information and questions. This time also allows Peer Coaches – teachers who have become more experienced on equipment or software - to present information and provide support.

To find out more information on the specifics of the Miami project, contact Peggy Page at the Miami R-I school district, 660/852-3269 or via e-mail at azj000@mail.connect.more.net

u Grant Winners Share Their Secrets—Part II

Instructional Technology Supervisors recently asked the 2000 Competitive Grant winners, who were "repeat recipients," to share their successful grant writing secrets. We will feature more comments in *Newsline* again next month. This month:

Stan Smith, Instructional Technology Coordinator, Warrensburg Schools, shares the following list of goals that he tries to meet as he writes a Competitive Technology grant. He feels that five characteristics make the difference between a "fundable" proposal and one that is simply a good idea.

1. The program should include as many teachers (and therefore students) as possible. My programs have included from 14 to 50 teachers and impacted up to 2000 students by a single program.

2. Each teacher involved should receive significant training. My programs have included from 24 hours to 45 hours of training for each participating teacher with stipend pay.

3. The program should involve some form of ongoing support for participating teachers, after they have received initial training, as they use their skills in the classroom. This could be teacher technology mentors, full-time district support staff, etc.

4. The program should be fairly narrow in focus, specifically addressing a set of student learning outcomes (such as the Show-Me Standards or items from the Curriculum Frameworks). In my proposals, I list these specific learning outcomes and describe which program activities will contribute to each outcome.

5. The program should focus on student activities in which they use technology for "authentic" tasks. The technology is used as a tool to accomplish something useful, and in this process learning takes place. An authentic task might be creating an online tour of their community, or solving some local problem using web resources.

Helen Gibbar, Technology Director, Cape Girardeau School District, believes the best way to start a grant, any grant, is to decide what your needs are. The most important grant writing tip I can add once you have your need stated is to **follow the directions.** If you can attend an informational session, do so. But before you do, read the grant manual so you know ahead of time what is unclear to you. Also, listen to the other questions and try and talk to other people. Most grant writers are willing to talk…they are soooo proud. Someone even told me about a grant they did not get awarded and why she thought so.

On the directions, highlight fragments of sentences for yourself that are asking for specific things and make sure you incorporate the same fragment into your narrative. Example: from Section IV—Introduction it states that the description of the community should be included as well as how "other school districts can adapt the proposed project." When you write how this will occur, you need to use this terminology so the reader can key into what you are addressing.

The last important item to pay particular attention to is the Evaluation Criteria page. Again, make sure the terminology is the same. I have gone as far as using one of the statements and then elaborating on it. Example: On Statement of Need/Opportunity #5…this project will address staff training needs to use and integrate proposed technologies **in the following manner:**

I think an experienced reader might get bored by this but so many readers are new and it doesn't hurt to give them a little help. I don't like to search for items, but when you read you are told not to count off for this. I think it is better if the reader has minimal frustration.

Barbara Coburn, Stanberry R-II School District, shares her success tip: "Follow directions and keep the evaluation sheet by your side as you write. Do the research to justify your ideas and give yourself plenty of time."

Charlotte Baker, Superintendent, Community R-VI School District wrote her secret is "Emma Jaccarino." Emma (Technology Coordinator) offers the following grant tips: The first thing I do when I begin a grant is write a goal that identifies the learners and the instructional focus. From that point on, I follow the rubric as closely as I can. I try to use formatting features (bold, underline, etc.) to make sure that the reader can reference the content of the grant to the rubric.

Connie Toney, Reading Specialist, Perry County Distict No. 32, shares her tips for successful grant writing;

- Read the guidelines of the grant completely and thoroughly.
- Prepare for writing by gathering research and supportive materials.

- Be very familiar with the CSIP, Long Range Goals, Technology Plan, and initiatives etc. of your school district.
- Plan with teachers, administrators, parents and discuss problem areas, assessment tools, and possible solutions.
- Pay close attention to the evaluation criteria of the grant.
- When writing the grant, make certain each criterion is competently addressed in the writing process.
- Reread each section many, many times. The introduction should make your objectives /goals clearly understood. Each section, thereafter, should provide the necessary information to support the necessity of the objectives/goals and the steps to be taken to successfully achieve them.
- Have a good reader (or readers) give you suggestions.

u Electronic Curriculum Resources, Reviews, Evaluations

You can certainly tell it's the beginning of a new school year. In September issues, five of the trade magazines to which we subscribe highlighted articles regarding computer and web-based curriculum. Check out these articles that discuss the newest and best software programs and/or web-based curriculum, and how to evaluate these resources.

Curriculum Administrator, "Curriculum Hot Spots on the Web 2001", by Gil Dyrli, pp.49-55

Technology & Learning, "Seen this Summer. We were busy scouting out what's new and what's hot in curriculum product offerings", compiled by Susan McLester, Kristin Foster and Jeffrey Branzburg, pp. 14-24

Learning & Leading with Technology, "Software Reviews", by Judi Mathis Johnson, pp.58-61

Converge, "The 'Interesting Eight' List: Workable Solutions", by Eliot Levinson and Dr. Jim Surrat, pp. 74-77

Syllabus, "The Flashlight Program. Evaluating Instructional Uses of the Web", by Stephen C. Ehrmann, pp. 40-42

u Grant-Writing Resources

Beansprout.net www.beansprout.net/cc_resources/program/grants/

Beansprout.net offers many helpful hints on grant-writing. Visit their site for seven pointers from successful grant-writers, tips for successful proposals, and much more. (This site is created for childcare and after-school programs but most of the ideas presented apply to all programs.)

One-Stop Access to Federal Services www.firstgov.gov/

Last week, the White House announced the creation of a "FirstGov" U.S. Government web site. The site provides a one stop access to all federal government on-line information and services. This website provides a single online information portal that will connect Americans with information and resources from all 27 million federal agency web pages, one of the largest and most useful collection of web pages in the world. FirstGov, according to the Administration spokespersons, allows citizens to search all on-line U.S. Federal Government resources from one site, conduct searches faster and more efficiently by topic rather than by agency, and have easy access to federal government information 24 hours a day, 7 days a week. This site is linked to lists federal funding for states and local districts. See: http://www.statelocal.gov/funding.html

u Internet Resources for Assistive Technology and Reading

- Submitted by Jewel Turne, Missouri Technology Center for Special Education.

Discover Technology www.discovertechnology.com

This site is devoted to sharing information that is important to people with disabilities and professionals who work with them. Discover Technology features a list of links to other assistive technology sites, a catalogue of adaptive software and hardware, demonstration packets of products offered in the catalogue and a pen pal program. If you are new to assistive technology and are looking for literacy software and hardware to preview, this site is a great place to begin your search.

The Literacy Center www.the-literacy-center.com

The Literacy Center provides information about effective ideas to teach reading and writing, literacy intervention services, and an online store. Users can select links to various literacy web sites and informative personal homepages. The online store also contains pictures and prices of several microphones that can be used with voice recognition software.

Speaking to Write: Realizing the Potential of Speech Recognition for Secondary Students with Disabilities www.edc.org/spk2wrt/

Speaking to Write is a federally-funded project that investigates the use of voice recognition technology. This site discusses the pros and cons of speech technology and provides links to voice reconignition vendors. Speaking to Write also features an e-mail discussion forum (listserv) that discusses the educational implications of speech recognition software.

Learning Disabilities Online www.ldonline.com

LD Online is dedicated to providing information to parents, educators and people with learning disabilities. This web site also has a portion of its site dedicated to assistive technology and its relationship with literacy and learning disabilities.

Under this topic, LD Online explores new developments in assistive technology and practical uses for making technology work for people with learning disabilities.

u Mark Your Calendar

Oct. 1–Oct. 31	Remaining window for Submitting Technology Acquisition and Enhancement and VIDEO Grants
1-15	Window for submitting TLCF Final Expenditure Report and Program Evaluation Narrative
2	Publish Newsline on the web
3	Techies Day
4	Final payment for TLCF Grants (1/2 payment)
8-10	Educational Technology Conference Tan-Tar-A, Osage Beach, MO
8	VIDEO Advisory Committee Meeting Tan-Tar-A, Osage Beach, MO
9	Technology Association Meeting (7:30 p.m.) Tan-Tar-A, Osage Beach, MO

10	Technology Planning Meeting (during/after lunch) Tan-Tar-A, Osage Beach, MO
15	Deadline for FER's/PEN's (TLCF Grants)
31	TAG/VIDEO Grants Due -- electronic submission only

u Upcoming 2000-01 Conferences

October 2-4	Blueprints, Tools, and Practices for the 21st Century School Leader eSchool Technology Conference & Exposition Hyatt Hotel, Orlando, FL www.eschoolnews.org/estc/
October 8-10	Missouri Educational Technology Conference: Connecting Technology to Curriculum Tan-Tar-A Resort, Osage Beach, MO http://www.more.net/events/metc2000/
October 15-17	Get Connected: ASCD/ITEC Conference Des Moines, IA www.itec-ia.org
October 17-20	School Technology Management 2000 Conference and Exposition Omni Shoreham Hotel, Washington, DC www.eschoolnews.org/events/stm2k
October 20-22	Students as Technology Leaders National Conference Boston, MA http://projects.terc.edu/satl

October 25-28	National School Boards Association 14th Annual Technology + Technology and Learning Conference Denver, CO www.nsba.org/T+L
October 30-31	The 1st Annual Superintendents' Technology Summit Palm Springs, CA www.eschoolnews.org/sts
Oct 30 – Nov 4	WebNet 2000 5th Annual World Conference on the WWW and Internet San Antonio, TX www.aace.org
November 2-5	NMSA Annual Conference & Exhibit St. Louis, MO http://www.nmsa.org/
November 9-10	MNEA Fall Conference Kansas City, MO www.mo.nea.org
January 11-13	21st Annual Florida Educational Technology Conference Orlando, FL www.fetc.org
January 25-27	TRLD 2001 19th Annual International Conference on Technology, Reading & Learning Difficulties San Francisco, CA www.trld.com

February 20-23	6th Annual CoSN Conference: K-12 School Networking: Web of Change Washington, DC www.cosn.org/conferences
March 5 – 10	SITE 2001, Society for Information Technology & Teacher Education Holiday Inn International Drive Resort, Orlando, FL www.aace.org/conf/site

u Brainfuse: Instant Access to Online Tutoring

-Submitted by Barry Silberzweig and Franesco Lo Cheeso, Trustforte Educational Services

Brainfuse allows students to receive instant, unlimited access to an online tutor at a much lower cost than traditional face-to-face tutoring. Tutors and students communicate by typing or drawing on a virtual blackboard and by speaking through online audio.

Brainfuse offers tutoring in a variety of subjects for grades 4-12 and works closely with schools to provide customized programs with specially trained tutors. Online tutoring could help address a wide range of academic issues, from reaching underserved populations to preparing students for academic assessment tests.

Missouri schools that subscribe to Brainfuse by November 30 can receive online tutoring for $25 per student per month. Parents of Missouri students may also obtain subscriptions for their children on an individual basis.

For additional information regarding Brainfuse, go to www.brainfuse.com, visit their booth on October 9th at the Missouri Educational Technology Conference or call their student liaison, Alex Sztuden, at 212/481.4870.

u Internet Sites of Interest

Mention in *Newsline* does not necessarily constitute an endorsement by DESE.

Election 2000 Web Sites from Technology and Learning Magazine, September 2000 www.techlearning.com

GETTING POLITICAL

Rock the Vote www.rockthevote.org

League of Women Voters www.lwv.org

Project Vote Smart www.vote-smart.org

Vanishing Voter www.vanishingvoter.org

STUDENT VOICE

American President www.americanpresident.org

Citizen phoebe's web site www.citizenphoebe.com

UNDERSTANDING THE PROCESS

Close Up foundation www.closeup.org/campaign.htm

Commission on Presidential Debates www.debates.org

Cybeerbee Election 2000 www.cyberbee.com/election/election.html

Kids Voting USA www.kidsvotingusa.org

Time for Kids Election Connection www.timeforkids.com

Kids Speak Out Election 2000 Campaign www.scholastic.com/newszone

U.S. Electoral College Calculator www.jump.net/~jnhtx/ec/ec.html

HISTORICAL PERSPECTIVES

United States Presidents and the Presidency www.techlearning.com

The History Channel www.historychannel.com

Electoral College Home page www.nara.gov/fedreg/elctcoll/

Presidential Election History from 11789 www.sddt.com/features/convention/elections

EXPLORING THE ISSUES

Issues 2000 www.issues2000.org

DemocracyNet www.dnet.org

Politics.com www.politics.com

Public Agenda Online www.publicagenda.org

New York Times Learning Network www.nytimes.com/learning

TURN ON, TUNE IN

CNN Newsroom - free daily classroom guide at www.turnerlearning.com

CNN's Your Choice, Your Vote www.yourchoiceyourvoice.com

SPAN in the Classroom's Campaign 2000 www.c-span.org/classroom

The American President www.americanpresident.org

National Public Radio www.bigchalk.com

PBS – The 30-Second Candidate www.pbs.org

Ad-Watchers Toolkit: 10 Structural Features That Create Meaning in Political ads
www.pbs.org/pov/ad/ads/toolkit_list.html

Disconnected: Politics, the Press, and the Public www.fredfriendlyseminars.org

VIRTUAL ELECTIONS

Teaching Matters www.tminet.org

MockElection.com www.mockelection.com

Youth-e-Vote www.youthvote.net

u From the Mailbag

New TLCF Web Site

David Hollingshead from Gideon School District announced the district's new TLCF web site. Nona Robinson, the project director, is responsible for setting it up. www.bernie.k12.mo.us/teachers/TLCF/

Techies Day—October 3, 2000

A national summit in Washington, D.C., and outreach efforts in schools across the country will highlight the second annual Techies Day on October 3—an event devoted to promoting long-term solutions to the nation's demand for qualified technology workers. The summit plans to

bring together high-level company executives, education leaders, and government officials to discuss work force development issues and determine plans for action. The organizers of Techies Day will recognize individuals who have excelled in promoting careers in technology and high school students who have made significant technological advancements as Techies of Tomorrow. For more information on Techies Day visit http://www.techiesday.org , http://www.gartnergroup.com, and http://www.techcorps.org.

ChilldU.com www.childu.com

"ChildU is an educational publisher of a comprehensive curriculum and assessment program for grades 1-8, delivered over the Internet. Over 600 activities per grade level cover 8 subject areas and are correlated to Missouri standards and 6 national tests. The online testing and reporting module helps teachers better track student progress. For information visit the web address above or contact Peter Voss at 800-283-7626 or email pvoss@childu.com

Join the SUPER-LIST

If you are looking for a quick and easy way to obtain information and opinions from your administrative colleagues in other school communities across North America, please consider joining the electronic forum (listserv) run by the American Association of School Administrators. It's known as the SUPER-LIST.

The SUPER-LIST is intended primarily for school superintendents and central-office administrators. All you need to "subscribe" is a functional e-mail address. There is no cost.

The SUPER-LIST is open to AASA members and non-members, though the association reserves the right to limit participation in the future to AASA members.

How does it work? When you have a question or want to solicit opinions, you post your e-mail message to the SUPER-LIST address. Your message is sent electronically to the e-mail box of every person who has subscribed to the list. (There are currently more than 700.)

For example, these and other subjects have been raised on the SUPER-LIST: full-day versus half-day kindergarten; evaluating principals; use of safety officers in schools; and the role of technology directors.

How to subscribe? Address an e-mail message to listserver@listserve.aasa.org. Leave the subject line blank and in the body of the message, type the following: subscribe super-list your full name

Once a request to subscribe is granted, the sender will receive a welcome message, a basic set of instructions will include directions for receiving a single daily digest version of SUPER-LIST messages rather than individual messages as they are sent.

In addition to being the list owner, AASA serves as moderator of the SUPER-LIST. This means that AASA reserves the right to set the tone for the listserv, decide who shall be admitted as ensure participants adhere to the stated purposes. Questions may be directed to Jay P. Goldman (jgoldman@aasa.org), editor of The School Administrator.

NEWSLINE SURVEY

Please indicate whether you find Newsline articles to be timely and of interest/value to you.

	TIMELY		INTERESTING/ RELEVANT	
	YES	**NO**	**YES**	**NO**
1. Instructional Technology update section (information on grant programs, deadlines, funding, etc.)	☐	☐	☐	☐
2. Special Series				
a. Grant-writing tip of the month	☐	☐	☐	☐
b. Technology planning tip of the month	☐	☐	☐	☐
c. Grant writers share their secrets	☐	☐	☐	☐
3. Ongoing features				
a. Learning with technology	☐	☐	☐	☐
b. Copyright question of the month	☐	☐	☐	☐
c. Mark your calendar	☐	☐	☐	☐
d. Upcoming 2000 conferences	☐	☐	☐	☐
e. Internet sites of interest	☐	☐	☐	☐☐
f. "Expert" articles (TEAMS, assistive technology, website database, etc.	☐	☐	☐	☐
g. From the mailbag	☐	☐	☐	☐

4. Which Newsline features/articles do you find of most interest or value? (list up to 5)

5.What features/articles would you like to see in future editions or added to monthly format?

6. What questions would you like to see answered?

7. Do you have a Q & A or a solution you'd like to share? Please submit draft to instrtech@mail.dese.state.mo.us

8. Describe any feedback or suggestions regarding the layout, format & posting of Newsline.

[DESE HOME | Div. of Instruction | Instructional Technology **]**

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